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ABSTRACT

The purpose of the project described in this thesis was to provide high school students suffering from severe dialect interference problems with the skills to proofread their writing for S inflection errors, and to improve their grasp of the spoken idiom so that they could develop an ear for correct form. Subjects were two ninth-grade sections of LEX (Language EXperience) English (a literacy program for students reading five or more years below grade level). An instructional design system consisting of five stages (analysis, design, development, implementation, and evaluation) was used. The project was implemented in 5 sequenced lessons, each lasting 42 minutes, which combined class activity and individual work. Instructional material was designed to progress through visual discrimination and aural discrimination to proofreading in order to correct/supply inflections for nouns and verbs. Results showed that students scored an average of 18.26 (out of 20 points) on the posttest, for a gain score of 80%. Results indicated that students enjoyed participating and expressed a desire to continue. Results further showed that students who were originally passive became more approachable and more outspoken, and that students who were never competitive about school work discovered that success was real and attainable. (Twelve tables of data are included; 14 appendixes of tests, lessons, and surveys, and a list of 16 references are attached.) (PRA)

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The Faculty of the
School of Media and Arts
of The New York Institute of Technology

accepts the
Thesis/Project

A LEARNING ACTIVITY FOR PRELITERATE NINTH GRADERS IN THE USE OF THE S INFLECTION FOR PLURAL NOUNS AND SINGULAR VERBS

This project was conducted using the principles and techniques of instructional system design (ISD). The document is a report of the designer's plans and experiences in carrying out the design, development, implementation, and evaluation of the project. A plan, budget, analysis of findings, and recommendations are included.

written by

Joanne Terlicki

in partial satisfaction
of the requirements for the degree of

Master of Science

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August 1, 1991

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A LEARNING ACTIVITY FOR PRELITERATE NINTH GRADERS IN THE USE OF THE S INFLECTION FOR PLURAL NOUNS AND SINGULAR VERBS

by

JOANNE TERLICKI

B.A., 1976, THE CITY COLLEGE OF NEW YORK

A thesis/project
submitted to the Faculty of the
School of Media and Arts

THE NEW YORK INSTITUTE OF TECHNOLOGY

in partial satisfaction of the requirements for the degree of

MASTER OF SCIENCE

IN

TRAINING AND LEARNING TECHNOLOGY

August 1, 1991

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CHAPTER 1

INTRODUCTION

Overview

The teaching of grammar in the New York City public schools is something of a lost art; it is virtually nonexistent. Supervisors dismiss instruction in grammar as being too boring to hold students' interest, too regimented and too regimenting a study, too abstract-- in short, grammar is not modern pedagogy. Since students are not studying grammar they have no basis for proofreading and correcting their own written work.

Many students do not speak a standard dialect of English. Hence these students do not have a reliable ear for the correct spoken form. This anomaly plays havoc with the development of writing and reading skills. Outside of a few experimental readers written in those dialects spoken by non-standard speakers of English, almost no reading material exists for these students which reflects their spoken language. The transition for these students from speaking to reading is difficult as is any written expression. Any piece of writing which attempts to scan the language phonetically instead of orthographically is frustrating to the eventual reader and incidentally produced with great difficulty by the writer. Students perceptually do not recognize in writing or in reading that they do not in fact pronounce. Hence students write compositions, friendly letters, poems, and errors. The overwhelming number of errors is in subject/verb agreement. The inflected S of plural nouns and present tense verbs easily falls victim to dialect interference and dismissal.

As an English teacher in a South Bronx high school, the designer has encountered students from some twenty-eight different countries. Of those countries there are students from some seven or eight different countries where the lingua franca is a non-standard dialect of English. Of those students born in the United States, most are new-comers to the city, children who have attended five different schools in four years. These students are shy in manner and diffident in speech; most have trouble making themselves understood even among themselves. Nevertheless, there is a strong group identification among these students which serves them well, they like to see each other succeed. As a result, the designer felt obligated to help students understand the standard inflections of English better so that they could communicate with each other and the world with clarity and understanding as well as to eventually meet the New York State Board of Regents minimal competency test standards in writing and reading so these students may eventually graduate from high school.

In response to this problem, the designer chose those students who suffered most profoundly from dialect interference problems in speech, reading and most especially writing. For this project, the designer selected two sections of LEX English. LEX, a fractured for Language EXperience, is the last vestige of a federally funded literacy program for those students reading five or more years below grade level on the Degrees of Reading Power (DRP) exam administered as an entry requirement for high school students city-wide. The designer chose these student because their deficiencies seemed to indicate little chance for successfully completing the high school curriculum and graduating. Since these students are ninth graders on level in math but needing remediation in language skills, there is time to effect enough positive change in these students' skills so that they may meet Regents graduation requirements.

In order to do this project, five sequenced lessons were developed each requiring forty-two minutes. Each lesson addressed subskills based upon the instructional objectives of the project.

Statement of the Problem

Students with dialect interference problems are writing compositions demonstrating little in the way of sentence sense or of formal grammar instruction. Student writers confuse verbs with verbal, shift in and out of tense and produce subject/verb disagreement. Since these students are not standard dialect speakers they cannot draw on a knowledge of correct verb form from a verbal memory of what sound correct. these students require instruction in formal grammar based on what they are writing and reading.

The target population for this project scored below 16 on the DRP which is equated with the second grade level for a ninth grade student. Students scoring on or about 25 on the Degree of Reading Power exam and who are fourteen years in the ninth grade are considered to be on level.

The results of a diagnostic test given to the students indicated they are deficient in spelling, punctuation, and grammar skills in their writing. A diagnostic dictation indicated that these students do not hear or use inflected endings. Most students write as little as possible in order to avoid errors; some students hand in no work for fear of being adjudged deficient. Most of these students have been hand-picked for this particular class; their level of skills is consistently poor. This has an interesting effect; most students have not compared their skills with more proficient students and do not know that they are functioning on an extremely low level.

During the course of instruction, the designer discovered that the students own perception of error ridden work kept them from creating any kind of extended

volume of writing. The designer also discovered that these students did not easily enter into discussion because they did not understand each other. Their speech and their writing alike suffered from an absence of noun and verb inflections.

Purpose of the Project

The purpose of the project is to provide students with the skills to be able to begin proofreading their own writing for S inflection errors and to improve their grasp of the spoken idiom so that they develop an ear for the correct form.

The students are given the opportunity to improve their listening skills and their skills for visual and aural discrimination. The concept of the S inflection is introduced as plural noun suffix, the possessive noun suffix and the verb inflection for the present tense singular. The project is to culminate in students' being able to distinguish visually and aurally between correctly and incorrectly inflected forms. It is also expected that the students will speak more and comprehend more of their classmates' conversation as well as to write at greater length.

Definition of Terms

The following terms are defined for their specific use in this thesis project:

1. Target population: Students/learner for whom instruction has been developed to address their learning problems.

2. Students: Ninth grade LEX students at William Howard Taft High School

3. LEX: Language EXperience; specifically a literacy program for students whose reading level is more than five years below grade level based upon DRP (Degrees of Reading Power) exam. Most students are housed in LEX; they are block programmed in order to track their progress.

4. Block programmed means that all students who have tested into LEX English and skills are in the same science and social studies classes.

5. RCT in Reading/DRP: Regents Competency in Reading is an exit exam for high school graduation; it is a minimal competency exam. The DRP (Degrees of Reading Power) is a cloze context reading test as opposed to a reading comprehension exam; it tests reading comprehension through knowledge of English language idiom and vocabulary. The DRP is administered to incoming ninth graders as a placement exam, to ninth graders in May of their freshman year as a progress test to assess placement and finally as an exit exam for graduation if the student had not previously passed the exam. It is a seventy question cloze context test. Its raw score is equated with age to form a programming/placement criterion.

6. L. A. P.: A Learning Activity Package is a self-contained, self-explanatory, unit sequence of lessons that a student may proceed through without teacher intervention.

Assumptions

That the students selected for this program cannot successfully use the S inflection on nouns and verbs.

That these students possess he necessary entry behavior skills for the successful completion of the instructional objectives.

That the skills learned are transferable to other future learning situations.

Limitations

That the instructional objectives described in this project were designed for the ninth grade LEX students at William Howard Taft High School. The instructional material may not be suitable for use in other schools without modification.

Method and Procedures

The method used to develop the instructional program was based on the systematic design of instruction described by Center for Educational Technology (1976). The design is based upon the skills and knowledge the students must have in order to accomplish a particular goal. Instruction is then ordered so that the identified skills and concepts may be achieved. The five stages of the Instructional System Design model are: analysis, design, development, implementation, and evaluation.

Analysis

As an English teacher of LEX students in a South Bronx high school, the designer observed that students needed to overcome the deficiencies in reading and writing skills caused by non-standard dialect interference. The need existed for these students to be able to use the noun and verb S inflections. Existing materials did not approach the need in a systematic or useful manner. Therefore the next steps of identifying the instructional goal and performing a task analysis were done. The instructional goal was for students to be able to correctly use and identify the noun and verb S inflections in speech and writing. The task analysis resulted in students having to complete five tasks based on the steps involved in learning to use the noun and verb inflections.

Design

The design stage involved the writing of performance objectives based on the task analysis. The task analysis was broken down into steps with a performance objective written for each. The performance objectives were clustered and sequenced

in an order appropriate for learning. The students entry level skills and knowledge were the assessed. A pretest, entry level behavior test, post test, progress tests and a post learning attitude questionnaire were then written, and instructional design was developed.

Development

The instruction was developed from the performance objectives. The instructional activities were divided into five sequenced lessons of forty-two minutes each. Existing material was selected and adapted for use in achieving the instructional strategy. The instructional strategy consisted of a combination of displays, lectures, discussions, demonstrations, and oral quizzing. The instructional strategy was used as a guide to delivering instruction and giving directions for group activities and exercises. The printed materials used were the personal information questionnaire, pretest, entry level behavior test, students worksheets and charts, post test and exit attitude questionnaire. The instructional strategy and materials developed were reviewed and revised by an expert besides the designer for accuracy, interest level, and usefulness.

Implementation

This is the stage in which the instructional system, now designed and developed, is used with the target population selected for the trials. Implementation occurred after the testing was conducted and the materials and instructional strategy were revised. The instructional system was designed to be implemented in five sequenced lessons of forty-two minutes each.

Evaluation

This is the stage in which the instructional materials and strategy were analyzed to determine if the performance objectives were achieved. Two types of evaluation were conducted, formative and summative evaluation.

The formative evaluation consisted of the three one-on-one trials, a small group trial, and a pilot test (Dick and Carey, 1985). The information from the first two trials were used to revise and improve the learning materials and instructional strategy in order to achieve the required results.

The summative evaluation was conducted using the final version of the revised and updated materials and the instructional strategy. This was then administered to the target population. The purpose of the summative evaluation is to determine the value of the materials and instruction for the target population (Dick and Carey, 1985).

Summary

Teaching English on the high school level means dealing with students whose skills and experiences may not be sufficient to meet minimal competency requirements. Often teachers must devise materials in order to meet student needs that were not anticipated but which must be dealt with nevertheless.

This project was developed to meet the needs of students with severe dialect interference problems which were hampering their speaking, reading, and writing skills acquisition and practice. In particular these students inability to use noun and verb S inflections was a major difficulty.

The project began with an analysis of the problem, and the construction of the goal to be achieved at the end of the project. An instructional system design consisting of five stages was developed to meet the goal of the project. The five stages are analysis, design, development, implementation, and evaluation. The analysis stage determines if the needs can be met with existing methods and strategies. If not, the design stage is used to establish the objectives and skills needed to achieve those objectives. The development stage involved the creation of materials and instructional strategies needed to achieve the objectives. The implementation stage was when tests were run and the materials taught to students as specified in the design. The instructional design was evaluated in formative and summative evaluations. The formative evaluation determined the effectiveness of the instruction and how the instructional may have been improved. The summative evaluation determined the value of the instruction to the students.

CHAPTER 2

ANALYSIS

Introduction

The purpose of the analysis is to determine the students needs assess their level of skill and to start to sketch out instruction which will improve students intellectual and classroom performance.

The three parts of the analysis are the needs analysis based upon test scores and class performance, the job task analysis based upon what students need to be able to do to accomplish the instructional goal and the task analysis which describes how students are to accomplish the instructional goal.

NEEDS ANALYSIS

The present performance of the target population has been determined through the use of the DRP (Degrees of Reading Power) examination for class placement. The students included in this project are second term freshman, ninth graders, who are on grade for age. Reading tests have determined that these students read on or about second grade level. Most do not write well or at length. Most students' vocabulary is deficient, but meaning is further hidden by an inability to use with any understanding the syntactical markers which indicate sentence function. Grading papers is a task involving deciphering meaning.

Job Task Analysis

In order to improve students' writing and reading skills, students need to be able to manipulate the system of inflections that helps determine meaning. In order to use noun and verb inflections confidently, students must complete five tasks. These tasks were based on the main steps in identifying and using suffix inflections. The tasks were then sequenced so that the learner could then accomplish the instructional objective of the project. The major tasks were identified as follows:

1. Identify suffix endings.
2. Identify the functions of the S suffix.
3. Identify and correct S suffix errors.

A complete list of all tasks can be seen in Appendices A.and B.

Target Population Analysis

The student population at William Howard Taft High School is comprised of thirty-three percent Black, both American and Caribbean, thirty-three percent Hispanic, and thirty-three percent Guyanese East Indian. Fifty-three percent of the students are female, forty-seven percent of the students are male. Greater than sixty percent of the students are living below the federally established poverty line of twenty thousand dollars per year for a family of four. Thirty percent of the students' families receive some form of public assistance. Roughly the same number are single parent families. Some ten percent of the students live in a city shelter across the street from the school. Many students pass the out-patient methadone clinics around the corner from the school. The neighborhood of the school is the notorious high crime 43rd Precinct, known for burglary, murder and drug-related activity.

The majority of the LEX students are from two parent families or extended single parent families. Many have close relatives living in the neighborhood. Almost all of the students were born outside of New York City, most coming from countries where English is the official language but is spoken along with a pidgin comprised of Spanish, Portuguese, French and Dutch to varying degrees. Three students are Spanish speaking with English as the dominant language in their background.

The target population chosen for this project was fifteen LEX (Language Experience) students. These students are incoming ninth graders with poor reading and writing skills. Preliterate is the usual term given to this grouping at William Howard Taft High School. These students are reading on or about the second grade level. Their writing skills are difficult to assess since they write very little even when answering direct questions. Their scores on the DRP used for placement are below sixteen; this score is the determining criteria for LEX placement for incoming ninth graders.

These students are part of the transient population of the South Bronx;most have come from some place else and are on to the way to yet another place. This moving around has played havoc with students' attendance in the past. Family problems and economic needs have been the initial cause of this transience in the past; the present conditions in the Bronx, from decaying houses and constant threat of violence will inspire future moves.

These students, however, are unskilled but not unmotivated. While poverty foreign birth, family displacements, and chronic illness may disrupt their attendance, most attend school regularly and come to school with a notebook, paper and pens. Most students work willingly when set to a task and are responsive to praise and desirous of success.

Most students speak a non-standard dialect of English as almost all of these students are foreign born and have come from places where English and one of its pidgins is the spoken language. Most students do not understand each others' speech: the African from Sierra Leone does not understand the speech of the Guyanese who does not understand the Surinamese who does not understand the Jamaican who may not understand the child from Belize. The Tower of Babel is an apt description of the LEX classroom.

Strange to say, while the students' lives and the functioning of the school itself suffers from the harsh problems of poverty, violence, and drugs, these students who come from poor homes seem to have a strong support from their families. These students come from either single parent/extended families or traditional families with both parents. As a teacher, backing can be expected from home in any dispute over discipline or achievement. Discipline problems with these students is a rarity.

Organizational Constraints

Organizational constraints are typically linked to funding. Since LEX is a remedial program, funding is not tax-levy but rather New York State and federal government aid. Since funding from these sources has been cut, the class placement has been augmented, and class size has been increased. Low skills level ninth grade repeaters and students awaiting Special Education placement have been placed in LEX with interesting though predictable results. Seventeen year old ninth graders feel embarrassed in the company of sincere fourteen year olds and opt to be transferred out. Since ninth grade repeaters and Special Education students are usually identified by acting out behavior, they are usually a disruptive influence in a classroom. Lex students, however, do not act out when frustrated and will turn on a student who acts out, politely telling the offender that his or her behavior is unwarranted. This is a boon to the classroom teacher. Though this term has seen an unprecedented number of students being programmed for LEX based on classroom performance rather than testing criteria, the result is students who do not fall into the usual definition of LEX. These students are over-age for the ninth grade and have tested out at a higher reading skills level; these students are bored and, for the most part, have disappeared soon after signing into class. This sort of irresponsible programming has created a flutter among the usually stable class groupings.

As one of the two LEX English teachers, little constraint has been put on the designer in trying to put together a test group. The English Department supervisor believes that instruction in grammar "per se" has no place in the English curriculum since grammar is excluded as a separate topic from both the New York City Board of Education and New York State Department of Education curriculae. He relented upon seeing that grammar was to be integrated with listening, speaking, reading, and

writing. His final rejoinder was experimentation upon LEX students was permissible provided that said experimentation did not involve the removal of pieces of flesh from the subjects; this was said by way of encouragement. Ritualized insult, along with a patronizing attitude figure among organizational constraints. That is, teachers are always under suspicion by supervisors; schools would be a more perfect place without the problems caused by teachers who are by turns too lazy or too demanding. This not very subtle pressure is meant to work to encourage teacher productivity; too bad it is too visible.

Instructional Goal

As a result of this project, students should be able to use and recognize the functions of the S suffix to mark plural nouns, possessive nouns and the singular verb.

Analysis of the Instructional Goal

The instructional goal is classified according to learning domain (Dick & Carey, 1985). Discriminating between correctly and incorrectly inflected noun and verb forms in written and spoken language is an intellectual skill. Intellectual skills are define as making discriminations, learning concepts, using rules, and solving problems. These skills were part and parcel of the instructional goal. The instructional goal was divided into five asks with twenty-two subtasks (see Appendix A).

In choosing media and material, attention was given to the need to provide clear and consistent text for students since no texts were available. The instruction was intended to proceed through visual recognition of the suffix in general, to aural recognition, pronunciation and transformation. The progression for all units has a tendency to eliminate random behavior by building expectations which are fulfilled.

Literature, Existing Course and Material Review

A survey of literature through the New York Public Library ERIC database revealed many sources for the instruction of grammar that were inappropriate by age or by program design. Grammar is taught to students in elementary school, in college, and in ESL; high school students are taught to identify and eliminate grammatical errors instead of the application of the principles of grammar. These sources do not merit citation since the counting and recounting of the number of grammatical errors is not within the purview of this project. Grammar texts were concerned with the taxonomy of language rather than the instruction of students in one of its aspects.

Related Theory

Learning theory postulates how learning takes place. Stimulus and response learning is one approach. What a person sees, does, or feels and the response or reaction that follows becomes learned behavior. Even for higher level skills,

intellectual rather than sensory-motor, stimulus and response describes much of the process of learning.

Piaget (1952) described learning in terms of stimulus and response learning as integrated by the learner through a process of assimilation whereby the data is incorporated into the learner's schema for reality. Assimilation presupposes a reciprocity between the stimulus and response which filters or modifies input. Internal schemes are also modified; this is called accommodation.

Learning may also be a conditioned response. B. F. Skinner (1982) postulates that operant conditioning reinforces desired responses so that these responses are learned.

The project utilized Piaget's description of accommodation to encourage learning by requiring students to build upon skill and knowledge which they already had. The emphasis on aural and visual discrimination building towards proofreading and editing skills is an application of accommodation. Operant conditioning is every teacher's forte; in real application it runs the gamut from praise and credit to bribery and extortion. Nevertheless, when students' expectations are realized, and the expected reward is received, a pleasant feeling that life operates according to some plan (i.e.-- Skinner's) is realized as well.

Literature Review

The review of literature through the ERIC database revealed little that was useful on the high school level for instructing students in the grammar of their own language. On the high school level, grammar is renamed error and taught as the name of an error in composition; students are referred to grammar texts to review exercises. In the elementary school, grammar is taught as an organizational skill if at all; no sources were found to be relevant. On the college level, grammar texts related to language theory but not to grammar instruction. Helpful, however, were the following:

1. Shaughnessy, M.P., (1977). Errors and Expectations: A Guide for the Teacher of Basic Writing. New York: Oxford University Press. The book as a whole addresses the needs of students who speak non-standard dialects of English, particularly Black English, but also other American or foreign dialects and problems in dealing with dialect interference in writing. Her chapter on "Common Errors" suggested the approach used in this project.
2. Labov, W. (1972). Language in the Inner City: Studies in the Black English Vernacular. Philadelphia: University of Philadelphia Press. This book records the dialect spoken by American Blacks, but also raises a lot of questions about how students who speak a non-standard dialect are unsuccessfully educated because of

the inability of students, teachers, and texts to understand each other or to be understood.

Survey of Existing Courses and Materials

The program used for the LEX students relies heavily upon materials developed for use within the junior high schools. Low level, high interest is the way this material is described.

1. Staff of the Junior High Reading Project. (1976). Intensive Reading Program Extension: A Structured Approach in the Teaching of Reading Skills. New York. New York City Board of Education. This series of reading materials and teaching manuals is an outline for the preparation of lessons integrating reading, writing, and skills.

2. Kunz, L. A. (1988). 26 Steps: Controlled Composition for Intermediate and Advanced Language Development. (2nd ed.) Hayward, CA: Alemany Press. This book is a basic English as a Second language workbook which presents a programmed approach to guided composition for writing instruction.

3. Santa, C. M., Havens, L., Nelson, M., Danner, M., Scalf, L., Scalf, J. (1988). Content Reading Including Study Systems: Reading, Writing and Studying across the Curriculum. Dubuque: Kendall Hunt. The approach advocated in this material is also known by the acronym, CRISS. It is a test and method frequently used because it also integrates skills with reading, writing, speaking, and listening with other subject matter beside literature, including the sciences and Social Studies.

4. New York City Board of Education. (1976). Handbook for English Language Arts Grades 5-12: Language Strand. New York: Office of Curriculum Development and Support. This is the official curriculum guide for all English classes. This guide also advocates the whole language approach to instruction and learning but reiterates the prohibition against instruction in grammar on the high school level regardless of the level of the student.

5. New York State Education Department. (1989). Writing and composition in the English Language Arts Curriculum K-12. New York: Bureau of Curriculum Development. This curriculum guide serves as the forerunner of the whole language approach. Whole language was indeed the way to go with certain allowances made for students and their dialect interference problems.

Plan for Design and Development Effort

Based upon my analysis and existing materials, the decision was made to proceed with the project.

Estimated Student Effort

It is expected that a student will take five forty-two minute periods to complete the materials. This is the equivalent of three and half hours of instructional time. Testing for each group is inclusive.

Project Plan

The project has been designed to meet the needs of a target population consisting of low level readers, with little experience writing and no training in formal grammar to develop an understanding of the grammatical concepts and applications needed to be able to proofread their own writing for errors in the S suffix. The instructional design stresses the incorporation of oral, aural, and visual to facilitate learning of the three different S suffixes. The design consists of five lessons in which students define, identify, supply, and correct the usage of the S suffixes in the contexts of single words, sentences, and paragraphs.

The project will be administered over a three week period in order for materials to be revised over the weekends. The one-on-one and small group trials were scheduled respectively three and two weeks before the Easter break to minimize absenteeism directly before the holiday break. The planning and scheduling of events for this project is delineated in a Gantt chart (see Appendix C).

Budget

The budget for this project centers upon two main expenses, teacher time and material development. Materials were developed over a period of approximately one month of weekends, ten days, seven hours each day. These hours include typing and copying of materials using school equipment. Copying costs for some forty-five copies of twenty-five pages would normally cost $56.25 at the going rate of five cents per copy. Teacher preparation time and in-class teaching time, the seventy hours of preparation and hours of class time, would at the rate of $30.00 an hour, cost $2100; totals for the project: $2156.25 (see **Table 1**).

Summary

Students on the high school level must begin the change over from non-standard to standard English if they are to succeed in school. Non-standard speakers tend to ignore the inflections typical of standard English. Since non-standard speaking students have trouble decoding the spoken and written language, it behoved the designer who worked with such ninth grade students in the LEX program at William Howard Taft High School in the South Bronx to design an instructional procedure to help these low level readers and writers. Having designated these students as the

target population, the instructional goal was: students will be able to used the noun and verb S inflections in writing and proofreading. The main instructional goal was divided into five tasks which must be mastered in order to achieve the instructional goal. The goal was classified as an intellectual skill. the students had to make discriminations, learn concepts, use rules, and solve problems. Existing literature andmaterials were researched to determine what was available and could satisfy the instructional goal. A major events list and table were developed to make efficient use of available time. The analysis phase ended with a budget that projected the estimated cost of designing and implementing the project.

Table 1

PROJECT BUDGET

Expense	Designer Hours	Cost	Subtotal	Total
Labor				
Analysis	14	$420		
Design	18	$540		
Development	15	$450		
Implementation	10	$300		
Evaluation	13	$390		
Total Labor	70		$2100	
Materials				
Copies		$56.45		
Grand Total				$2156.45

CHAPTER 3

DESIGN

Introduction

The design process includes the instructional task analysis, the instructional objectives, the definition of the entry behavior, grouping and sequencing of objectives, specification of learning activities and procedures, and a discussion of the review and selection of instructional materials.

Instructional Task Analysis

The instructional task analysis was defined with the subordinate skills the students must master in order to achieve the instructional goal.

Three main tasks were identified that must be accomplished in order for students to identify and use the noun and verb S suffixes. Further analysis determined the knowledge and skills needed to perform the main tasks in the instructional goal. This resulted in the subtasks being generated for each of the main tasks. The entire analysis produced the outline for the instructional design. The complete list of tasks is as follows:

1. Identify suffix endings.
2. Identify the functions of the S suffix.
3. Identify and correct S suffix errors.

The complete list of tasks and subtasks can be seen in Table 2.

Instructional Objectives

An instructional objective is a detailed description of what learners will be able to do after completing a unit of instruction. Performance objectives are derived from the instructional analysis. One or more objectives can be written for each of the tasks or subtasks identified in the instructional analysis.

The statement of the instructional objective has three major components (Mager, 1984). The first component is the performance which describes the skill or behavior identified in the instructional analysis. The second component describes the conditions that will prevail while the learner is executing the task. The third component describes the criteria used to determine a successful performance of the objective.

The objectives with the corresponding tasks and subtasks as developed in the instructional analysis are in Appendix A

Table 2

Entry Level Behaviors Defined

TASK	PERFORMANCE OBJECTIVES
1.1 Define nouns.	Given the word, noun, define it as a word naming a person, place, or thing.
1.2 Identify common nouns in list.	Given a list of 50 words, the student will identify the 20 nouns.
1.3 Identify common nouns in	Given a group of 20 sentences, the sentences. student will identify all nouns.
1.4 Identify proper nouns in list.	Given a list of 50 words, with 20 nouns, the student identify all the proper nouns.
1.5 Identify proper nouns in sentences.	Given a group of 20 sentences students will identify all proper nouns.
1.6 Identify pronouns in sentences.	Given a group of sentences, students will identify all pronouns.
2.1 Define adjectives.	Given the word, adjective, define it as a word which modifies a noun.
2.2 Identify all adjectives in list.	Given a list of words, students will identify all adjectives.
2.3 Identify adjectives in sentences.	Given a group of sentences, students will identify all adjectives.
2.4 Define adverbs.	Given the word, adverb, define it as a word which tells how, when, or where an action is done.
2.5 Identify adverbs in list.	Given a list of words, students will identify all adverbs.
2.6 Identify all adverbs in sentences.	Given a group of sentences, students will identify all adverbs

Entry Behaviors Defined

The entry behaviors are those skills which a student must have in order to begin the planned instruction. The entry level behaviors a student must master are identifying nouns, pronouns, adjectives, and adverbs (See **Table 2** for a complete breakdown). Since most students have been taught by the designer for an entire year, most have been exposed to dictionary skills and know the definition of parts of speech and have had some experience categorizing words by part of speech

Group and Sequence Objectives

The project has twenty-two subtasks linked to the three main objectives. These objectives are grouped into five separate lessons as shown in **Table 3**

Learning Activities Specification

The instruction was set up to be presented to students in a series of five sequenced lessons of forty-two minutes each. The skills involved are part of the cognitive domain, requiring students to distinguish between what is correct and incorrect through listening and through visual discrimination. An attempt was made so that students review the concepts of correct and incorrect inflections visually, aurally, and orally. Much of the material was presented through longer and longer sequences, from the word, to the phrase, to the sentence. Much of the material presented was reviewed by spiralling back onto what has been done previously.

Since the goal of this project is an intellectual skill, as categorized by Dick and Carey (1985), the lesson plans developed were structured according to the functions served by the various events of instruction in the act of learning an intellectual skill listed in Gagne's steps of instruction. The events of instruction their relationship to the learning process of an intellectual skill (Gagne and Briggs, 1983) are listed in **Table 4**

Instruction is organized in a flexible manner because events do not comprise a routinized set of actions and communications. Events are spiralled back within the course of project implementation. The content, instructional method, and media are identified for each learning activity in **Table 5**. The instructional method resembles a LAP in order to facilitate classroom by minimizing random behavior and permitting the teacher to help slower students while the quicker students could proceed on their own.

Table 3

Grouping and Sequencing of Objectives

Objective #	Lesson	Learning Time
	Lesson 1	
1.1	Distinguish between inflected and uninflected phrases in listening exercises.	
1.2	Identify suffix endings in list	
1.3	Identify suffix endings in word list.	42 minutes
1.4	Identify suffix endings on words in paragraph.	
1.5	Supply suffix endings on words in cloze context.	
1.6	Recognize suffixes and instances in which they appear.	
	Lesson 2	
2.1	Identify function of S suffix on plural nouns.	
2.2	Identify plural nouns in sentences.	
2.3	Transform singular nouns to plural forms.	42 minutes
2.4	Transform plural nouns to singular forms.	
	Lesson 3	
2.5	Identify possessive noun suffix.	42 minutes
2.6	Distinguish between plural and singular possessive S.	
2.7	Supply possessive S in sentences.	
	Lesson 4	
2.8	Distinguish between noun S and verb S in sentences.	
2.9	Identify verb S suffix in sentences.	42 minutes
2.10	Supply verb S suffix in sentences.	
2.11	Distinguish between noun S and verb S functions.	
	Lesson 5	
2.12	Transform passage from singular to plural.	
2.13	Transform passage from plural to singular.	
3.1	Distinguish between noun S and verb S.	42 minutes
3.2	Supply noun and verb S in modified cloze context.	
3.3	Proofread and correct S suffix errors.	

Table 4

Learning Events and Relation to Intellectual Skill

Instructional Event	Relation to the Learning Process	Intellectual Skill
1. Gaining attention	Reception of pattern of normal impulses	Gain attention/ motivate
2. Informing learner of objective	Activating a process of executive control	Providedescription/ exampie of expected performance
3. Stimulating recall of prerequisite learning	Retrieval to working memory	Relate lesson to previous class learning
4. Presenting stimulus material	Emphasizing features for selective perception	Present learning activity
5. Provide learning guidance	Semantic encoding	Organize/ demonstrate activity
6. Eliciting performance	Activating a response apply organization	Ask learner to rule/concept and perform activity
7. Providing feedback about performance correctness	Establishing reinforcement	Confirm correctness of rule/ concept application by providing info feedback
8. Assessing the performance	Activating retrieval: making reinforcement possible	Connect concepts and generalizations
9. Enhancing retention transfer	Providing retrieval cues and strategies	Evaluate by and providing spiralled reviews and paralleled examples

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Table 5

Learning Activity Instructional Strategy Matrix

Learning Activity	Content	Instructional Method	Media
1	Define the suffix	Demonstration/ Discussion	Chalkboard/ Handout
2	Identify the plural noun suffix	Demonstration/ Discussion	Chalkboard/ Handout
3	Identify singular verb suffix	Demonstration/ Discussion	Chalkboard/ Handout
4	Distinguish between correctly and incorrectly inflected forms	Demonstration/ Discussion	Chalkboard/ Handout

Assessment System Specification

The assessment system used to measure what learning took place included a pretest, an entry level behavior test, progress test, and post test.

Pretest

The pretest was used to determine if the students had learned the subject matter previously. The pretest measures whether or not the subject matter needs to be taught to the students at hand (see Appendix D).

Entry Level Skills Test

The entry level skills test was used to determine if students had learned any analytical grammar skills. Since these particular students, in different class configurations, had been in the same class with the designer from the beginning of the school year, it was clear that this subject matte was not learned within the past term. Curiosity impelled the designer to test to see if the students had acquired such previously (see Appendix E).

Progress Test

The progress test serves two important functions. The first function is to find out whether students have achieved an objective; the second is to see if students are

need of remediation before moving on to the next objective. The test consists of several items for each objective (see Appendix F).

Post Test

The post test is used to determine whether or not learning took place. It is used to assess and make further changes in the design (see Appendix D).

Evaluation System Specification

The two types of evaluation used in this project are formative and summative evaluation.

Formative Evaluation

The formative evaluation is based on the data collected during the three instructional trials, the one-on-one, the small group and the field trial. The one-on-one is planned for three students, the small group trial with six and the field trial with fifteen students. The type of data to be collected during these trials will include:

1. Test data from the pretest, entry level skills test, and post test.
2. Personal data from the personal background survey.
3. Attitude and reactions about the project in the Post Learning Attitude Questionnaire.
4. The actual time needed to complete the instruction.

Summative Evaluation

The purpose of the summative evaluation is to determine the usefulness of the instructional design and its implementation. Kirkpatrick's four levels of evaluation (1987) were used to form the summative evaluation. These four levels are: reaction, learning, behavior, and results. Reaction is defined as whether or not participants liked a particular unit of instruction and whether or not students felt they learned anything. Learning is measurable and testable, hard data being provided through testing. Changes in behavior are particular to a student; if a student shows a positive change in behavior and is able to work with more assurance and confidence, then a change in behavior has been achieved. Results are long-term when a general impact on the school can be observed. Results have a quantifiable reality in industry; less so in public school education. In general, though, overall passing rates for RCT's (Regents Competency Test) in Reading and Writing are cited as significant if there is improvement. The increase in the number of students taking courses culminating in Regents examinations would be significant. An increase in the number of students taking advanced placement courses for college credit would be meaningful, along with Regents exam passing rates and the number of students then receiving Regents

diplomas. An increase in one or any of these statistics would indicate a meaningful school-wide change in results.

Learning Transfer System Specification

Learning transfer system means a list of strategies to insure that what has been learned can be applied to a new situation. The method used was to re-introduce concepts through a unit on proofreading skills and dictation. Students will be proofreading only for errors in suffix inflection and will be taking and writing dictation in order to practice their listening skills. The learning transfer will be assessed on an individual basis.

Review and Selection of Existing Material

Among the various curriculum and text materials the designer reviewed particular use was one book.

1. Shaughnessy, M. P. (1977) Errors and Expectations: A Guide for the Teacher of Basic Writing. New York: Oxford University Press.

This book was written to address the problem of college learners whose writing suffers from dialect interference problems. It provided information along with systematic strategies that stressed the development of listening skills to help improve writing.

Summary

The design stage of the instructional system design used a task analysis which identified the three major tasks to be completed; the twenty-two subtasks which comprised the three major tasks were also derived. These twenty-two tasks were then organized into five separate lessons. Content and media for instruction were described along with the testing and assessment procedures.

CHAPTER 4

Introduction

The development stage of the Instructional System Design entails the specification of the learning activities needed for the specification of the activities needed for the development, review and evaluation of the materials and strategies that will be used in the instruction. The development resulted in five sequenced lessons designed for use with the target population.

Learning Activity Development Scheme

The designer used a teacher centered learning strategy with modified LAP type materials. The lesson plan development included activities for both the teacher and student and a list of references to printed and nonprinted materials. The lesson plans followed the pattern of teacher given directions, review of directions, referral of students to appropriate printed materials, teacher given direction of class activities, direct supervision of students at desks by turn and supplemental direct whole class instruction.

Since most of the objectives identified are common to college level instruction and/or elementary instruction, sources were few and far between. Most of the materials were developed by the designer from materials in Errors and Expectations: A Guide for the Teacher of Basic Writing (Shaughnessy, 1977).

Learning Activity Development

The following plan was used to develop the instructional procedure for this project.

Pretest/Post Test

The instructional materials development began with the pretest. The pretest was used to determine the students' prior knowledge of the subject matter to be taught. The pretest developed during this stage consisted of twenty questions involving oral, aural and visual discrimination of the use of the S inflection on plural nouns, plural and singular possessive nouns, and singular verbs (see Appendix E). The post test was the same as the pretest. The post test was conducted to measure whether the students were successful in accomplishing the objectives. The pretest was the first activity for the students and the post test the last learning activity.

Entry-Skills Test

The entry-skills test (Appendix F) was the second activity for the students. The entry-skills test was used to determine if the learners had the necessary prerequisite skills needed for the successful completion of the tasks which form the learning

objectives specified in the design. The entry-level skills test consisted of six questions with fifteen correct responses involving the classification of parts of speech.

Instructional Plan

The instructional plan was developed next. The instruction consisted of five sequenced classroom lessons of forty-two minutes each. The media, methods, and materials for each lesson are presented below:

Lesson 1

INFORMATION PRESENTATION

Worksheets are used to present the difference between words and suffixes (Appendix G).

STUDENT PRACTICE

Students can progress through the worksheet after the purpose of the presentation is explained. They are to proceed from distinguishing between words and letters, suffixes and letter, inflected and uninflected words to identifying inflected words within a paragraph.

FEEDBACK

The instructor will observe and comment on the students' work individually.

Lesson 2

INFORMATION PRESENTATION

Worksheets and charts are used to present information on the use of the plural noun inflection (Appendix H).

STUDENT PRACTICE

Board work will permit students to identify singular versus plural nouns, visually and aurally, as single words or in sentence context. Students will also transform sentences from singular to plural.

FFEDBACK

The instructor will observe and comment on the students' work individually. Students completing passages and checklists will be permitted to give their answers for comparison and discussion.

Lesson 3

INFORMATION PRESENTATION

A chart is used to show the use of the possessive inflection (Appendix I).

STUDENT PRACTICE

Students will transform sentences to possessive phrases and complete exercise in modified cloze context.

FEEDBACK

The instructor will comment on students' work individually.

Lesson 4

INFORMATION PRESENTATION

A chart is used to show the use of the verb inflection for singular subjects (Appendix J). Worksheets are provided for practice in the use of the verb inflection (Appendix J). These charted worksheets are provided for the students use as notes

STUDENT PRACTICE

Students will provide inflections in modified cloze context, transform passage from singular plural, transform passage from plural to singular, identify inflections in passages and proofread for correctness.

FEEDBACK

The instructor will comment on students' work individually. Students will proofread each others' work.

Lesson 5

INFORMATION PRESENTATION

Board notes will present phrases in which students will distinguish between plural, possessive, and singular verb inflections. Colored pens will be used to distinguish between the green S for plural nouns, the purple S for possessives, and the red S for singular present tense verbs (Appendix K).

STUDENT PRACTICE

The student will practice finding the inflections and marking them with the appropriate colored pen in sentences and in passages (Appendix K).

FEEDBACK

The instructor will provide individual comments to each student.

Post Learning Questionnaire

Two questionnaires were developed to be used in the evaluation process. The post learning attitude questionnaire (Appendix M) will be given directly after instruction. The purpose of the questionnaire is to determine the students' reaction to the instructional project.

The follow-up interview is meant to follow the post learning attitude questionnaire. The purpose of the interview is to probe for ways of improving the instructional package (Appendix M).

Learning Activity Review

The materials developed for the instruction along with the instructional strategy were reviewed by the designer and the subject matter experts for accuracy, clarity, and appropriateness in order to complete a unit responsive to the purpose of the design. Their expert commentary is described below. Corrections of typographical

errors were made during this stage. Changes in the actual substance of instructional materials were not deemed necessary by the reviewers or designer.

Before the five lessons were presented, the design was shown to two high school teachers and one college writing instructor. The high school teachers both thought the materials were appropriate for low level students with dialect interference problems.

One teacher whose student population did not overlap with the designer's used the material for two students in need of remediation; the materials used in this informal trial were deemed valuable and instructionally useful. Because of a population overlap, the other teacher could not use the design materials without creating a duplication of effort which would undermine implementation and evaluation.

The college instructor pronounced the materials simple-minded, alleging that teaching such material on the high school level presages the death of Western civilization. Such a pronouncement was adjudged as not germane to the project at hand since an analysis of the target population demonstrated that the project design was necessary. The designer was able to argue for a consensus on the utility of the instruction based upon a knowledge of the needs of the target population, as well as on the sequencing, timing, and instructional strategy employed in the design.

Material for Evaluation Produced

Three copies of the consumable instructional materials (pretest, entry- skills test, post test, personal information questionnaire, post learning attitude questionnaire, and follow-up interview) were produced. This number was necessary to provide one copy for each student during the one-on-one.

Summary

This chapter deals with the design and development of testing, instructional, and evaluation materials. The instructional material is designed to progress through visual discrimination, aural discrimination, and finally to proofreading in order to correct/supply inflections for nouns and verbs.

CHAPTER 5

IMPLEMENTATION

Introduction

Implementation is the means by which the Instructional System Design is put into operation. The instructional system design was intended to be presented in five lessons of forty-two minutes each. This chapter includes the description of the procedures involved in reproducing the material, the classroom delivery, and the process for data collection

Materials for Implementation Reproduced

Fifteen copies of the materials for instruction were made. Given a school-wide paper shortage, out-of-pocket funds provided funding for these copies. The extra copy was to be used to provide extra sets of materials in the event that a student misplaced materials, was absent or was a new admit to the class.

Instructional Delivery

The instructional delivery was conducted at William Howard Taft High School, an academic secondary school in the Morrisania section of the South Bronx. The instruction was divided into five lessons, meant to cover five forty-two minute classroom periods. A pretest (Appendix E) and entry level skills test (Appendix F) were given prior to instruction, along with a personal background questionnaire (Appendix N). A post learning attitude questionnaire along with an exit interview were given after the instruction.

The instructional delivery process was basically the same as was described in Chapter 4. The materials were implemented April 15 through April 19. The actual process of instruction was teacher centered with much of the material, even class notes, reproduced for the students. The purpose of this seeming duplication of effort was to provide for newcomers and/or latecomers. Since a new student did indeed sign in during the instructional delivery this proved to have been a wise precaution. Students were able to receive immediate and painless review while others were working through new material. While these students could not be used for statistical purposes, nevertheless, they did not have to be excluded from the class work.

One other feature of this instruction was the use of color coding, green for the plural noun suffix, red for the singular noun suffix, and purple for the possessive noun suffix. Students as they came upon these suffixes were issued colored pens and permitted to keep them as they completed each unit. The purpose of the color coding

was to help build up perceptual skills by forcing students to slow down as they worked.

Each unit from the introduction of the suffix through the verb suffix and proofreading sequence was meant to proceed through visual perception through oral discrimination exercises, dictations, practice in modified cloze context exercises for particular suffixes, transformation exercises, and guided compositions. The composition exercises were meant to elicit the grammatical forms taught. The composition exercises were part of the assessment procedures of student progress. All other work was designed for the students to either check against a paradigm or to be checked by the teacher at the students' desks.

The instructional delivery process was basically the same as that described in Chapter 4. The previous day's work was discussed and directions for new material were explained at length as an introduction. Students were then visited desk by desk in order to answer any questions a student might have had as well as to cut down on random behavior. As the implementation began a certain number of students were resistant to he program but were easy to bring around once the implementation was underway. The students understanding that the evaluation of their work would be based upon completion rather than a graded test at every turn had a salutary effect on quelling students' fearfulness in the face of new experience.

Data Collection

The process of collecting and analyzing/presenting data for the summative evaluation included:

1. Entry behavior test
2. Pretest
3. Progress tests
4. Post test
5. Post learning attitude questionnaire
6. Follow-up interview

Entry Skills Test

An entry skills test was given at the start of training. This test was used to determine if the students had the necessary prerequisite skills to complete the project materials successfully.

The entry skills test (Appendix E) consisted of six questions with fifteen correct responses regarding the categorizing parts of speech.

Pretest

The pretest (Appendix D) was given to determine if the students' had a knowledge of the materials to be presented. It consisted of twenty questions testing visual, aural, oral, and verbal discrimination.

Progress Test

The progress tests were given at the end of each lesson. The purpose of the progress tests was to determine how well the students mastered the objective.

The progress tests for this project were administered informally, having been given to students as homework. The formats of the progress tests were varied consisting of guided compositions and paragraphs for transformation (Appendix F).

Post Test

The post test was given to the learners at the end of training. The purpose of the post test was to assess the students success in achieving the objectives specified in the pretest. The designer was then able to ascertain weaknesses in the instructional design from those objectives which students did not complete successfully. The pretest and post test gain scores were then analyzed to determine the significance of the instructional project. The post test and pretest were the same (Appendix D).

Post Learning Questionnaire

A post learning attitude questionnaire was given to the students at the end of training. The purpose of the questionnaire was to determine the students' reaction to the learning materials and presentation.

The post learning questionnaire (Appendix L) was designed to address four aspects of the instructional process: the effectiveness of the learning materials, presentation, student participation, and reinforcement.

Behavior Test

The behavior test was meant to measure the change in the degree of students' involvement in learning outcome and in positive classroom behavior. The informal follow-up interview (Appendix M) was meant to fulfill that purpose.

Since changes in behavior should be performed within three months of completing instruction, and since end of the term time constraints would not permit the administration of the evaluatory test, it was not performed. Students in class in June would, as is the pattern in high school, be dispersed into other classes, and effectively become unavailable for further evaluation.

Summary

The instructional design was implemented during the period of March 25 to April 12. The learning materials developed were meant to help students improve their verbal and written use of the suffix/inflection used on nouns and verbs. The materials developed kept in mind the need to improve students verbal communication skills and visual perception. The tests and questionnaires were meant to determine whether or not the material was enjoyable, could be completed successfully by the students and whether it cut down on carelessness and random behavior.

CHAPTER 6

EVALUATION

Introduction

The evaluation of instructional design and implementation covers many aspects: having discussed the design, and its implementation, it is necessary to discuss the results of the one-on-one, small group and pilot test trials. The evaluation has two stages: the formative and the summative. In the formative evaluation the developmental aspects as well as the actual experience of the trials and their results are discussed. In the summative evaluation, the four stages of evaluation, reaction, learning, behavior, and results are discussed.

Formative Evaluation

One-on-One Trials

The one-on-one trial was used to determine the quality of instructional material along with its effectiveness in helping students to understand the information to be taught. The process involved selecting three students and individually proceeding through the five stages of the design with each student. These five stages include personal background questionnaire, a pretest, an entry level skills test, instruction, post test, and post learning attitude questionnaire. Analysis of the trial groups profile (**Table 6**) revealed that all students included in the one-on-one trial were foreign born, had studied at no other American school but Taft and spoke a non-standard dialect of English in their homelands. These students, however, exceeded the age and grade limits of the later test groups: since students in the small and field trial groups were not permitted or not willing to stay after school to participate in this experiment, the designer asked three students who were part of the after school tutoring program to act as test subjects in reviewing and commenting on materials. As students who had been taught standard English as a second language, these three student subjects were in the designer's senior honors class. Since the designer knew these students as freshman, and since they were unoccupied during their peer tutoring time, their participation was solicited. Their experience as tutors made them responsive to the need for clarity in materials for instruction.

The students canvassed in this trial fit a background similar to those in the small group and field test trial group (See **Table 6** for Trial Groups Profile). Though over age for their grade as seniors, all were skilledwriters. All read well above the eighth grade level. These three young men come from English speaking countries other than the United States and speak dialects other than standard English.

Table 6

Trial Groups Profile from Personal Background Survey

Student #	one-on-one 3	small group 6	field trial 15
Foreign Born	3	4	10
Born in New York City	0	0	3
Home Language: Foreign	3	3	3
Home Language: English	0	3	12
On Grade for Age	1	6	13
Reading Level: On/Above Grade	3	0	0
Reading Level: 5 or More Years Below Grade Level (9th grade)	0	6	15

respectively the English pidgins of Surinam, Bangladesh, and Guyana. Nevertheless, these students have proficient language skills and demonstrated same by completing work on materials meant to take five forty-two minute periods in little over an hour.

Since these students are competent writers, they received little or no analytical instruction in grammar; as evidenced by their entry level skills tests (Table 7) no one student was really competent in sorting through parts of speech. These students, however, proved to be indefatigable proofreaders and editors.

Table 7

One-on-One Trials

Student #	20 Entry Skills	20 Pretest	20 Post Test	Gains
1	3	15	18	3
2	3	18	19	1
3	6	16	19	3
Mean	4	16.3	18.6	2.3
S.D.	1.41	1.24	.344	

These students comments and revisions of directions greatly improved clarity. Their commentary on the appropriateness of reading passages on animals and professional wrestling was later shown to have been correct. Passages on social issues left these students cold; animals and professional wrestlers held their attention.

The one-on-one subjects hated the use of color coding for the differentiation between the plural noun, singular noun, and possessive noun suffixes since color coding decreased response time. Nevertheless, no student left without taking a green, red, and purple pen. All felt that three suffixes were too much to be learned, the concepts were easy enough, the differentiation and analysis were confusing for them Their responses helped shape materials for later groups. The designer dropped the

material on the possessive noun from the small group and field trials. Since color coding slowed response time, this seemed to be a valid reason for continuing its use.

These students' comments and editorial skills were valuable in preparing supplementary materials for the later trials, as mentioned, these students edited directions and commented in a responsive manner on reading material and subject matter.

The result of the one-on-one test trials (**Table 7**) shows that the students had little or no trouble with the instructional material as evidenced in the post test scores. These students' low pretest scores were due to a present lack of reinforcement in grammar instruction; since grammar is not taught on the high school level, these students' were rusty. These students have little or no trouble proofreading their own writing for suffix errors. Entry level skills were not as high as might be expected since high level students are taught grammar on the high school level. Test scores showed gains for each student on the pretest and post test scores indicating that some learning did take place. All students in the follow-up questionnaire results (**Table 8**) evidenced pleasure in having participated in the program.

Table 8

One on One
Follow-Up Attitude Questionnaire

Questions	A	B	C	D	E	F	G	H	I
Student #									
1	4	4	3	4	5	4	4	2	3
2	4	4	4	4	4	4	4	1	3
3	4	4	3	4	4	4	4	1	4
Mean	4	4	4	3.3	4	4.3	4	4	1.3

All thought the material was useful, well-organized, and well-presented. They were not enthusiastic about the use of color coding not did they believe that other students would learn with the degree of ease they did. Vanity is sometimes a useful motivation. Improvement in test scores was also a motivation; these students asked for more work, wanting to know where subsequent units of instruction would lead.

Small Group Trial

For the small group trial, the smallest LEX section was used. This is a group of some six students, age fourteen and fifteen, in the ninth grade, consisting of five boys and one girl. These students are low level readers, reading on or about the second grade level: their DRP scores are all below 16 which equates with the second or third grade level depending on age (See **Table 6**).

These students worked through the material with some trepidation: new formats and new concepts upset these students who found it difficult to work. Upon finding out that their work would be evaluated on the basis of being complete or incomplete, they worked with more confidence. Tightly incremented workbook material which does not require making decisions or critical judgments makes these students feel comfortable. When told it was normal to feel disoriented and confused when faced with new concepts and methods of working, these students expressed astonishment, then pleasure. Students obligingly corrected their own work, revealing their scores to classmates and teacher alike with little self-consciousness. This was something of a positive accomplishment for students whose reluctance to speak hampers their ability to make themselves understood among peers.

These students found the work given to be progressively more difficult, but also found the difficulty to increase in sufficiently small increments to be easily understood. In a group as small as six, even with students as shy as these, most felt comfortable enough to ask for direct explanation of any questions they had. As methodology went from oral/listening to reading aloud, to reading silently, directions were generally given aloud by the teacher, then by a student reading the directions aloud. Students were then directed to re-read the directions before proceeding as the teacher circled the room to make sure each student understood. This procedure helped make sure that students stayed together and worked on the exercises together. The oral discrimination exercises served as an informal progress/embedded test; these scores were enthusiastically shared

The results of the small group trial testing (**Table 9**) show a general competence on the entry level skills test, greater than that evidenced by the one-on-one trials in **Table 7**. Students here as well showed showed improvement between the pretest scores and post test scores; the average gain in scores is 9.16.

These students were enthusiastic about the use of color coding responses though this was the most difficult part of the instruction (see **Table 10**). In general, students' responses about the instruction were positive, and all students achieved some improvement in test scores.

The embedded tests were informal repetitions of certain types of exercises--oral discrimination and guided compositions. The oral discrimination exercises were

graded by the students themselves upon completion with students proudly volunteering their scores; the guided compositions were homework assignments and were completed, corrected and rewritten for credit rather than scored.

Table 9

Small Group Trial

Pretest, Entry Behavior Test, Post Test Raw Scores, Gains, Means, and Standard Deviations

student #	20 Entry Skills	20 Pretest	20 Post Test	Gains
1	16	11	20	9
2	17	9	19	10
3	17	7	17	10
4	15	9	18	9
5	18	13	20	7
6	19	8	18	10
Mean	17	9.5	18.6	9.16
S.D.	.125	3.916	1.226	

Changes made in materials at this juncture were minor; mainly proofreading corrections in text. For the pilot test which follows, materials were the same as those used in the small group trial.

Pilot Test

The pilot test is used to determine the usefulness of teacher developed and test material in a full class situation. The pilot test group in this project consisted of a total of fifteen students, eight girls and seven boys, ages fourteen to fifteen, in the ninth

Table 10

Small Group
Follow-Up Attitude Questionnaire

Questions	A	B	C	D	E	F	G	H	I
Student #									
1	4	4	4	4	4	4	4	4	3
2	4	4	4	4	3	2	4	4	2
3	3	4	4	4	4	4	4	4	3
4	2	4	4	4	4	4	3	3	3
5	4	4	4	4	4	2	4	4	2
6	4	4	4	3	4	4	4	4	1
Mean	3.5	4	4	4	3.6	3	3.8	3.8	2.83

grade. These students are low level, remedial readers (See **Table 6**). They are in every way comparable to the small group students since they are another section of LEX students.

Students in the pilot group gained between the pretest and post test an average score of 16.26 (See **Table 11**). The improvement between the pretest and post test was due in part to direct instruction as well as familiarity with new work formats. Students who were weak in reading skills often have trouble with labelling, generalizing, and categorizing. These students, like those in the small group, were also verbal about their progress. Verbalizing for such reticent students is something of a small miracle. For these students, to open one's mouth is to open one's self to ridicule. That these students were able to speak indicates some kind of success not quantifiable in test scores.

The instructional material had almost no terminology; thereby bypassing a major stumbling block for these students. The materials themselves encompass all notes making it easy for students to find references and explanations.

The students' reaction to the instructional material was positive (see **Table 12**). Most students felt that something was learned through the process and that the experience was a painless one. The color coding that was so vehemently opposed by the one-on-one trial subjects was a real plus for these students who enjoyed doing the coding and receiving the pens as well.

Suggestions for improvement center on the students pleasure in receiving low level high interest materials and on how to provide more of this type of material. Students' remarked positively on the subject matter. Laughter does not preclude understanding, but a designer may not always anticipate what will tickles students' fancies. Being able to gauge what will consistently amuse students is an area in which a designer may put in more work. Perhaps, also, students enjoyed the lack of stress explicit in assignments that receive no grade except for completion of material and for the correct answers on the post test. Designing more work to be used in a similar manner would seem to be the lesson to be learned for the teacher.

Summative Evaluation

The summative evaluation is the analysis and commentary on the instructional worth and value of a project for a defined target population.

The format for the summative evaluation is based upon Kirkpatrick's four criteria for evaluation (Kirkpatrick,1987). Kirkpatrick's criteria or levels are: reaction, learning, behavior, and results. Reaction means whether or not a subject liked the presentation: learning means whether or not a subject improved test scores

between the pretest and post test. Behavior describes positive or negative changes in self-esteem or confidence; results are long term, organizational changes.

Table 11

Field Trial

Pretest, Entry Behavior Test, Post Test Raw Scores, Gains, Means, and Standard Deviations

student #	20 pretest	20 entry skills	20 post test	gains
1	0	11	20	20
2	0	7	19	19
3	0	9	17	17
4	2	7	17	15
5	0	18	20	20
6	2	8	17	15
7	1	10	17	16
8	1	7	19	18
9	0	7	19	19
10	0	7	19	18
11	2	13	18	16
12	3	10	20	17
13	1	9	19	18
14	1	6	15	14
15	0	18	20	20
Mean	.86	10.06	18.86	16.26
S.D	.955	3.6	2.37	

T Test = 33.03, $p<.01$

Table 12

Field Trial Follow-Up Attitude Questionnaire

question	A	B	C	D	E	F	G	H	I
student #									
1	4	4	3	4	4	4	4	4	3
2	4	4	2	4	4	3	4	4	3
3	4	4	4	4	2	3	3	4	3
4	4	4	4	4	4	4	3	4	3
5	4	3	4	4	4	4	3	3	3
6	3	2	3	4	4	3	2	4	2
7	4	3	4	3	4	3	2	3	1
8	4	3	3	4	5	4	3	3	2
9	3	2	4	4	4	3	3	2	3
10	4	4	4	4	4	4	3	3	3
11	3	3	4	3	4	3	2	4	2
12	4	2	4	4	4	3	2	3	2
13	4	4	3	5	4	4	2	3	2
14	3	3	4	4	4	3	3	3	2
15	4	2	2	4	4	3	3	3	2
Mean	3.46	3.13	3.46	4.06	3.9	3.4	2.6	3.2	2.4

Reaction

The students' reaction to the instructional design was positive. Students' observable reactions, that is, their unsolicited comments, were favorable (see **Table 12**). According to the survey, students understood the material taught and thought the information useful as well as interesting. Most stated that the material was new and that the presentation was well-organized. Students' favorable reaction centered upon their ability to complete assignments on their own; interestingly, students perceived each questioning response as an indication that others did not understand the assignments. Students did note that they would like to participate and complete other work of this type of modified LAP material.

Learning

Learning has been defined as a measurable, testable change. This seems to have happened in this field trial as students' improved from pretest to post test. The difference between the pretest and post test is not so much due to direct instruction but to familiarity with the format (see **Table 11**). Familiarity with format allowed students to apply concepts more easily since they had practice doing the same exercises for each concept. The presentation used guided composition and visual, aural, and oral discrimination exercises which were included in the post test. This repetition seems to account for the high level of mastery demonstrated by the students. Students in the field trial showed a gain score of 16.26 points out of a twenty point total in raw scores on pretest and post test. T test results show a significant value, T=33.03, with a chance probability of less than .01.

Behavior

Behavior as a measure of instructional worth has been defined as a change caused by a desire to do so, an increase in know-how, the right job climate along with help in applying what is learned and rewards changing behavior (Kirkpatrick, 1987). Observable changes in behavior for these students indicated a greater self-confidence: students who never did homework began to hand in assignments. Writing assignments were appreciably longer; class work was done with more thoroughness. Often, though hard at work, students seemed readily apt to help each other. Classroom dynamics at best are not scientifically admissible, quantifiable entities, and yet, when a classroom of students is at peace, students humming at work like a beehive, the behavior registered is indeed positive.

Results

Any time students' repertoire is increased in terms of how to complete an activity through a new series of attack skills, something valuable has been added. While a students' ability to complete different kinds of exercise formats is not, "per se," an indication of learning yet it does indicate that success is within reach.

The results for the school are an immediate improvement in tone in at least one class. The materials developed for this project were used by another teacher. This teacher found the materials to be effective in dealing with low level students who frequently lapse into random behavior when unable to cope with classwork. The teacher who used the designer s materials in two cases of students who were misplaced in too high a level and were obstreperous; these students calmed down and worked thereby permitting their respective classmates to work in a more orderly atmosphere. The end result of this project for the school at large may not be great in terms of significant number, i.e.-- the number of students taking Regents classes and graduating with Regents diplomas or the RCT passing rate for writing and reading but

perhaps successful remediation may prove to be the beginning of a spiral of success for these preliterate and hitherto unsuccessful successful students. Success for these students would mean the slow but steady progress through the labyrinth of RCT's to graduation, and ultimately this would be an improvement for the school as a whole.

Learning Transfer

Learning transfer is a system used to insure that what a student learns can be transferred to a new situation. Research contends that instruction can be more effective if instruction is visibly supported in other situations or environments. Broad (1982) suggested that learning can be improved by uniting traditional methods and new technology. According to Broad, once this new technology is brought into play, the students would show improvement.

The designer was not able to implement any program that would support learner transfer because of time limitations and unavailability of students. Had time allowed, the project would have continued with the singular and plural possessive functions. These students are expected to use their new skills of proofreading and using the plural noun and singular verb suffixes to improve and enhance their composition and listening skills.

Summary

In evaluating the instructional design, the materials have been developed through three separate trials. The one-on-one trial was used to ascertain the viability of the material. The small group helps ascertain the viability of the material in an informal setting before the field trial run in front of an entire class. The pilot test is the full class implementation made after materials and presentation have been refined in the two previous tests. The implementation statistics, test scores and reaction surveys form the summative evaluation. The instructional design has five parts: the personal background survey, the pretest, the entry level behavior test, the post test and post learning questionnaire. The results of the instructional design have been ascertained through the use of these instruments.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

Introduction

This chapter summarizes the instructional development project which commenced on February, 1991 and ended May 31, 1991. The final outcome of the project first described in chapter One will be detailed beginning with a summary of what occurred during the five steps of the Instructional System Design. Recommendations for enhancement which may extend the use of this project to other times and place conclude this chapter.

Method and Procedures Used

The primary resource used for the instructional project was the five step instructional system design (Center for Educational Technology,1976). The five steps used in this project were analysis, design, development, implementation, and evaluation.

Analysis

Analysis involved conducting a needs analysis, job analysis, and task analysis. The instructional need arose out of the problems of non-standard English speaking, preliterate students who were experiencing difficulties with inflected noun and verb S suffixes. These skills must be mastered in order for students to become competent readers and writers. The need for additional instructional material was supported by a lack of appropriate learning materials.

The target population consisted of students who scored below sixteen on the Degrees of Reading Power placement test conducted for incoming ninth graders.

The designer developed a major events list and Gantt chart at the beginning of the project. These helped to insure the smooth flow from one phase of the project to the next without interruptions and delay in the completion of the project.

The analysis stage concluded with budget expenditure for the project. The projected cost of implementing the project was higher than the actual cost of the project since most of the budget was devoted to teacher time for which provision had already been made.

Design

Once the skill to be taught was established, the designer identified three instructional objectives which corresponded to the subskills required for identifying

supplying, and proofreading for noun and verb S inflections. The objectives were then sequenced in logical order, from simple to complex, in order to complete the main goal of the project.

Development

The three main objectives were then used to develop lesson plans. The lesson plans which were developed incorporated Gagne's (1985) internal learning processes, Piaget's (1952) stimulus, response, assimilation, and accommodation, and Skinner's (1982) behaviorism. Each lesson plan was projected to last for forty-two minutes to accommodate a school-wide policy for bell to bell instruction.

The project was then reviewed for accuracy in directions, appropriateness and interest level of content, and proofread for mechanics. Materials were then reproduced for three students.

Implementation

The instructional system design project was implemented in five sequenced lessons each consisting of forty-two minutes. The designer used teacher made material along with materials available on the market.

Fifteen copies of the instructional hand-outs were reproduced so that each student could have a complete set along with some extras to provide for new and/or returning students.

The actual dates of the implementation coincided with week six indicated on the Gantt chart. Implementation began on April 8, 1991.

The instructional program was a combination of class activity and individual work. During this stage data was collected for use in the summative evaluation.

Evaluation

The formative evaluation was conducted and carried out in three stages: the one-on-one, small group, and pilot test trials. During these stages of the evaluation process, the materials and instructional strategy were reviewed and revised; the various test scores were collected, recorded, and analyzed.

The summative evaluation followed the four steps of evaluation outlined by Kirkpatrick (1987): reaction, learning, behavior, and results. The results of the various tests conducted were again recorded and analyzed to determine qualitative effectiveness of the instructional program.

The results of the summative evaluation demonstrated that the instruction was effective in achieving the goal of the project.since an analysis of the results of the summative evaluation indicates that the project was a success in achieving its goal. Students who participated in the implementation scored an average of .86 out of a total of twenty points on the pretest; these students scored an average of 18.26. The difference was a gain score of 80%.

Conclusions

The designer observed that students enjoyed participating in the project and expressed a desire to continue with similar skills and in a similar instructional format. The input of the students, particularly in the one-on-one stage, helped shape useful and pleasant-to-use materials.

Students who were observed to have been extremely passive in the early part of the school year became more approachable and more outspoken after the conclusion of the project. Students who had not been at all competitive about school work suddenly discovered that success was attainable and real. The project guidelines which require student opinion gave these particular students a connection to the educational process which in turn created a renewed enthusiasm for school work.

Another teacher who informally evaluated the material by using it with low-level students in an ESL class found the materials to be valuable in terms of subject content and of interest to the students because of subject matter.

Recommendations

1. The designer feels that the materials developed should be used at the beginning of a two semester course. They should be utilized at the beginning of the first term of a low level class and revised to be used in a somewhat truncated form at the beginning of the second term. In the second term, the material should be revised substantially in terms of subject matter and content, branching out to include the possessive S inflection and perhaps the ED and ING verb and verbal inflections.
2. The repeated use and expanded content would permit the designer to evaluate with real certainty Kirkpatrick s last level of evaluation-- i.e. results.
3. The designer feels that the spiralled use of listening, writing, reading, and speaking skills integrates and reinforces students' perceptions and may make for a consistent and useful approach to classroom routines.
4. Designing more work in a similar manner would seem to be the lesson learned for the teacher.

Concluding Statement

The Instructional System Design project described in this paper was a worthwhile endeavor, greeted with enthusiasm by both students and colleagues. Having fulfilled an instructional need of the students on both an intellectual and personal level, this project has proved to be a positive experience well worth the trouble involved in its conception and production.

APPENDIX A

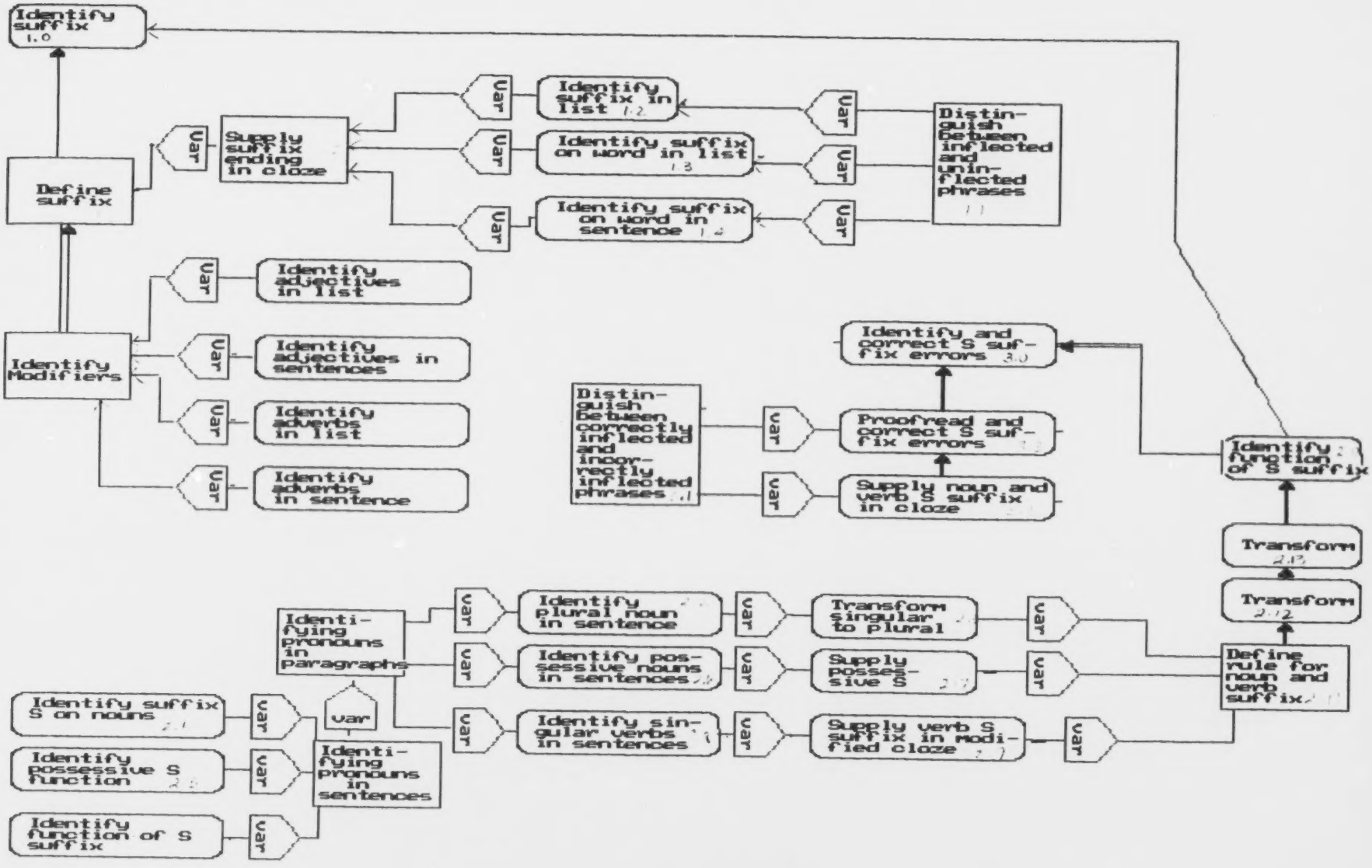
SKILLS AND SUBTASKS

Skills	Subskills
1. Identify suffix endings.	1.1 Distinguish in listening exercise between inflected and uninflected phrases. 1.2 Identify suffix endings in list. 1.3 Identify suffix endings on words in list. 1.4 Identify suffix endings on words in paragraph. 1.5 Supply suffix endings in modified cloze context exercise 1.6 Define suffix.
2. Identify functions of S suffix.	2.1 Identify function of S suffix on plural nouns. 2.2 Identify plural nouns in sentences. 2.3 Transform singular nouns to plural forms. 2.4 Transform plural nouns to singular forms. 2.5 Identify function of S suffix as possessive noun marker 2.6 Identify possessive nouns in sentences. 2.7 Supply possessive S in sentences 2.8 Identify the function of the verb S suffix. 2.9 Identify verb S suffix in sentences. 2.10 Supply the verb S suffix in modified cloze passage. 2.11 Define rule for noun S suffixes and verb S suffix. 2.12 Transform passage from singular to plural. 2.13 Transform passage from plural to singular.

3. Identify and correct S and incorrectly inflected phrases read aloud.	3.1 Distinguish between correctly suffix errors.
	3.2 Supply noun and verb suffixes in cloze context.
	3.3 Proofread and correct S suffix errors.

APPENDIX B

TASK ANALYSIS FLOW CHART


Identify suffix 1.0
Define suffix
Identify Modifiers
Supply suffix ending in cloze
Identify suffix in list 1.2
Identify suffix on word in list 1.3
Identify suffix on word in sentence 1.4
Distin-guish between inflected and unin-flected phrases 1.1
Identify adjectives in list
Identify adjectives in sentences
Identify adverbs in list
Identify adverbs in sentence
Identify and correct S suf-fix errors 3.0
Distin-guish between correctly inflected and incor-rectly inflected phrases 3.1
Proofread and correct S suf-fix errors
Supply noun and verb S suffix in cloze
Identify function of S suffix
Transform 2.3
Transform 2.2
Define rule for noun and verb suffix
Identi-fying pronouns in paragraphs
Identify plural noun in sentence
Transform singular to plural
Identify pos-sessive nouns in sentences 2.1
Supply posses-sive S
Identify sin-gular verbs in sentences
Supply verb S suffix in modi-fied cloze
Identify suffix S on nouns 2.4
Identify possessive S function 2.5
Identify function of S suffix
Identi-fying pronouns in sentences
var

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APPENDIX C

GANTT CHART FOR MAJOR PROJECT EVENTS

Gantt Chart for Major Project Events

week #'s 1 2 3 4 5 6 7 8 9 10 11 12
events
1.START PRODUCTION
2. COMPLETE PRODUCTION
3. DESCRIBE MATERIALS
4. DEVELOP MATERIALS
5. DESIGN DATA COLLECTION
6. IDENTIFY SUBJECTS 1 on 1
7. IDENTIFY SMALL GROUP
8. IDENTIFY FIELD TRIALS
9. PERMISSIONS
10. 1 on 1 TRIALS
11. SMALL GROUP TRIAL
12. FIELD TRIAL
13. FINAL ANALYSIS
14. FINAL REPORT

APPENDIX D

PRETEST/POST TEST

NAME _____ CLASS _____

TEST

Part I-- Directions: Read the paired sentences below and put a check next to the correct sentence.

1. _____Iris walks home from school every day.

   _____Iris walk home from school every day.

2. _____Tiffany does her homework when she feels like it.

   _____Tiffany do her homework when she feel like it.

3. _____Micheal pick up his sister and brother after school.

   _____Micheal picks up his brother and sister after school.

4. _____Walter like what he see.

   _____Walter likes what he sees.

5. _____Those bundle belong to the new guy.

   _____Those bundles belong to the new guy.

Part II-- Directions: Circle the mistakes in the sentences below.

6. Tyrone seem like a nice boy.
7. Tyrone need a friend.
8. He want to be popular, but he is new in the school.
9. Tyrone don't know what to expect.
10. The students at Taft does not seem like the people at his other school.
11. Students here talks a lot about other people.
12. Students makes fun of teachers.
13. Teachers does not seem too upset.
14. Does the teachers know something Tyrone doesn't?

NAME _____ CLASS _____

POST TEST

Part II-- Continued

14. Does the teachers know something Tyrone doesn't?

15 Perhaps, Tyrone need a sense of humor.

Part III-- Directions: Listen to your teacher read you five pairs of phrases or sentences. Write an S if the phrases sound the SAME. Write a D if the phrases sound DIFFERENT.

16._____

17._____

18._____

19._____

20._____

Part IV-- Dictation

Directions: First listen, then write, then proofread.

_____

_____

_____

_____

_____

_____

POST TEST--Teacher's Notes

Part III-- Oral Discrimination Sentences

16. Yesenia talks on the telephone for two hours every day.
    Yesenia talks on the telephone for two hours every day.

17. Dwayne studies every day before he goes to work.
    Dwayne study every day before he go to work.

18. Leon goes home every day at 4:00.
    Leon go home every day at 4:00.

19. The two boxes belong to Eddie's friends.
    The two boxes belong to Eddie's friends.

20. Carlos know everything about fixing car.
    Carlos knows everything about fixing cars.

Part IV-- Dictation Passage

Success requires lots of hard work. Not every student succeeds at everything. A student who gets upset before every test seems to be trying to fail. Tests serve an important purpose, but a test is not the most important thing a student does in school. Grades show what a student is and what a student does. A test shows only what a student does at one time, in one situation.

APPENDIX E

ENTRY LEVEL SKILLS

NAME CLASS

Entry Level Test

Part I-- Directions: Answer the questions below by circling the correct answer.

1. An adjective is:
   (A) a word which names
   (B) a word of action
   (C) a word which tells how or when an action takes place
   (D) a word which describes a person, place or thing

2. Circle the four adjectives in the list below:

tree	unbelievable	chair
run	television	refrigerator
write	surprised	old
dirty	catnip	bread
zoo	tuna	curl

3. Circle the adjectives in the passage below:

Bullies always like unequal odds. Bullies are not dumb. They stack the chances in their own favor. They stake out shy kids who won't fight back. But sometimes these kids fool the bullies when they band together. A couple of victims can suddenly become an enemy.

4. An adverb is:
   (A) a word which names
   (B) a word of action
   (C) a word which tells how or when an action takes place
   (D) a word which describes a person, place or thing

5. Circle the four adverbs in the list below:

quickly	intelligently	finally
tall	slowly	delicate
empty	strange	small
kind	cat	undertaker
ugly	grabbed	gross

6. Circle the adjectives in the passage below:

No matter how carefully or hard you work, you don't get a perfect score. Working neatly is not enough. You must also work long and lovingly. You must lose yourself in what you do so that you are no longer self-conscious.

APPENDIX F

PROGRESS TESTS

GUIDED COMPOSITION

Directions: Read the passage below and follow the directions on the following page.

IN THE STREET

There is a policemen in the street. He is stopping traffic. There is a car at the corner. A woman is inside it. There is a boy on the sidewalk. He is riding his bicycle. The bicycle is a two-wheeler. The boy rides to the park. The boy's friends play basketball there every Saturday. The boy waits and looks forward to these games. The boy feels excited and happy. It is going to be a good day!

NAME _____ CLASS _____

Guided Composition

DIRECTIONS: Rewrite the entire passage changing the words a boy to two boys.

GUIDED COMPOSITION

Directions: Read the passage below and follow the directions on the top of the following page.

CAPRICORNIANS

Capricornians are people who are born under the zodiac sign of the Goat (Decemeber 21 to January 19). Like the goat, they are tough, stubborn individuals who can make do with almost anything that comes their way.

Capricornians get down to business and work hard. They also do the best job they can. They are natural administrators. They carry the burden of resp½onsibility well. Others respect them for their practicality, shrewd business sense and organizing abilities.

Capricornians approach love and marriage in the same way as they approach business. They make faithful partners. However, they do not make passionate lovers. They are controlling and judgemental in the extreme. Many Capricornians are found murdered because of their unpleasant personalities.

If it could be a choice, would there be Capricornians?

EFL [redacted]
18

63

NAME CLASS

GUIDED COMPOSITION

Directions: Rewrite the entire passage changing the word Capricornians to a Capricornian whenever it appears. Your first sentences will be as follows:

A Capricornian is a person who was born under the zodiac sign of the Goat (December 21 to January 19.)

APPENDIX G

LESSON ONE

APPENDIX C
1

65

NAME_____ CLASS_____

IDENTIFYING WORD ENDINGS-- When Do You Use S on the Verb?

Directions: Read the groups of letters blelow. Some of the items below are words. Others are letters. Put a check in front of the words.

_____s	_____a
_____I	_____it
_____ing	_____ly
_____ed	_____ox

What would you say is the difference between a word and a group of letters?

_____

Some of the letters below carry some kind of meaning, even though they are not words. Others carry no meaning by themselves. Put a check in front of the letters that have some meaning for you.

/

_____ed	_____ly
_____s	_____es
_____wl	_____ex
_____rb	_____ct

_____

In the list below, some the words have had letters added to them but they could be words without them. Check the words that have had letters added at the end.

_____friendly	_____sing
_____wanted	_____when

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_____table	_____after
_____child	_____runs
_____its	_____ever
_____cleaning	_____John's
_____company	_____sings
_____teacher	_____questions

Now, try to locate the letters that have been added to words in the following passage.

> My aunt backs her car straight into my cousin's car, which is parked in the drive. The impact pushes my cousin's car right into the car owned by Mr. Hill. Then Hill's car hits Mr. Williams' car and it rolls right to the corner. Everyone's car is slightly damaged. Three of the bunpers are dented and three of the rear-ends are knocked in a bit, but considering the number of car involved, we were extremely lucky.

There are a total of 21 letters in the passage you have just done. Did you find them all? If not, look again.

Before you look at the uses of S, try these two exercises to check your awareness of the letter.

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Read the pairs of phrases below. circle the letters or letters that make the phrases different.

1.	four friends four friend	6.	fifty cents fifty cent
2.	Jamal aunt Jamal's aunt	7.	He knows Greg's brother. He know Greg brother.
3.	Juan walk to the store. Juan walk to the store.	8.	English class English classes
4.	two bus two buses	9.	Gerald's books Gerald book
5.	the man car the man's car	10.	I like Dwayne's job. I likes Dwayne's job.

Read this passage and circle any errors you found.

This book tries to help the inexperienced writer. It contain two main ideas. First it say that a person writes when he want to write. Second it says that all persons can write. If a person says he can't write, he mean that he either has no experience as a writer or he knows of nothing to say at the moment. But once a subject comes alive in the mind of that person, the words also come to life and the man who say he is not a writer suddenly begin to act like one.

APPENDIX H

LESSON TWO

NAME _____ CLASS _____

Directions: Read the sentences below and change the nouns with 's to pronouns.

1. The boy's friends were playing ball.

_____

2. The children's parents were tired after the picnic.

_____

3. The cat's paws were muddy when it came into the house.

_____

4. The student's grade were very good on the last test.

_____

5. The parent's new job was very exciting.

_____

6. Maria's boyfriend is very handsome.

_____

7. Daniel's new coat was stolen from his locker.

_____

8. Wayne's sneakers are old.

_____

[THE 's SUFFIX SHOULD ...]

The 's with Pronouns

You have had some experience with 's nouns.

As you may know, you do not add the 's to pronouns. Instead, you use a different pronoun. For example,

the boy's books	his books
the girl's skirt	her skirt

Plural nouns with a work the same way. For example,

the students' grades	their grades
the teachers' mistakes	their mistakes

APPENDIX I

LESSON THREE

The Uses of the S Ending

The NATURAL S

This is simply the S that appears as part of an original word. It is not an S that has been added to change the meaning.

this	bus
kiss	Paris
as	abacus

The

This is the plural S, colored green. It turns one thing into two or more. It is added to words that name things or people or places.

a book	+	S	= many books
each student	+	S	= all students
every single school	+		= hundreds of schools
one idea	+		= two ideas
the 11 bus	+		= the 11 and 18 buses

[The S suffix should be green]

NAME _____ CLASS _____

The s with Pronoun Subjects

Directions: Read the setences below and change the nouns with s into pronouns.

1. The class are interesting.

_____

2. The student are hard-working and intelligent.

_____

3. The trains are slow in the morning.

_____

4. The women work in the school part-time.

_____

5. Those men are experienced plumbers.

_____

APPENDIX J

LESSON FOUR

The / This is colored red because you usually have to STOP and think about it. It is added to a verb when two conditions exist:

1. The subject of the verb is he, she, it or any one person or thing.
2. The verb is in the present tense.

Put more simply, the is added when you are writing about what one person or thing does or is NOW or FOREVER.

want + = wants
do + = does
discuss + = discusses
think + = thinks

The This is the possessive S, colored purple. This is used when you wish to show that someone or something owns something. (The always uses an apostrophe ['].)

Jamal + book = Jamal book
Gina + paper = Gina papers
the students + work = the students work
kids + games = the kids games

I f you have not been used to using these S's, you will need to practice saying them until they become automatic. Read these sentences aloud.

A girl walk$.	The girl walk.
The box contain$ candy.	The box contain candy.
The child jump$ rope.	The child jump rope.
The tomato grow$.	The tomato grow.
The student studi .	The student study.
The teacher speak .	The teacher speak.

Now, make up sentences of your own.

For example:

The boy swim$.	The boy$ swim.
The girl sew$.	The girls
The baby	The babies cry.
The kid	The kids play.
The young mother	The young mothers talk.
The policeman stop .	The policemen

The ____ with Pronoun Subjects

You have had some experience now with ____ verbs combined with noun subjects.

As you know, you do not add a ____ to make a pronoun plural. Instead, you use a different pronoun to show more than one. For example:

	the boy	the boys
but	he	they

Just like nouns, pronouns which indicate ONE of something, except for I and YOU, need a verb with a ____. The most common of these pronouns are HE, SHE, IT, THIS, THAT.

	Juanita lives there.	She lives there.
but	[Red S suffix]	
	The Riveras live there.	They live there.
	[GREEN S suffix]	
	The lesson is important	This is important.
but	[red S suffix]	
	The lessons are important.	These are important.
	[GREEN S suffix]	

NAME CLASS

The S with Pronoun Subjects

Directions: In the sentences below, change the noun with the Kid "S" verb to a pronoun.

1. Greg walks to school every day.

2. Charlene likes to make keychains.

3. Julius does his homework whenever he remembers .

4. Ms. Terlicki finds lots of work for us to do.

5. Ms. Ambrose gives us homework every night.

6. The test looks hard.

7. Yesenia talks and talks and makes us tired.

8. Kevin admires Yesenia because she talks so much.

APPENDIX K

LESSON FIVE

The green "S" means plural. The red "S" means singular.
The purple "S" means possession.

How can you tell which is which?

ANSWER: The [illegible] is attached to a noun.
The [illegible] is attached to verb.
The [illegible] is attached to the first of two nouns.

The school bus[illegible] stop here.
The school bus[illegible] its students.
The school's bus[illegible] pick up the students.

Directions: Read the passages below and circle the words containing red, green and purple S using the correct color pen.

BIG BUSINESS

Federic Alvear, a 57-year-old lawyer from Venezuela, says that he owns the moon and has a deed to prove it. He points out that the law in his country permits anyone to take ownership of any property that has not been claimed. In 1953 he claimed the moon and obtained a deed.

Mr. Alvear wants to meet the astronauts who have exdplored the moon. He says he will give them official permission to continue visiting his property. He plans to discuss the possibility of settlements on the moon.

Mr Alvear goes on to say that he has not paid any taxes on his property. Several years ago, he was asked to pay, but he said he did not know the value of the land. He suggested that some tax officials with plenty of courage go and survey the moon themselves.

Mr. Alvear's claim started out as a joke. This claim is now serious business. He says that many people have called him crazy, but no one has called him stupid.

NAME _____ CLASS _____

Directions: Add -s, -es, or 's where needed.

A cat____ make____ a fine pet___ . Several cat___ make____ for more fun. A cat___ by him- or herself get____ fat and sleepy. Two or three cat____ play with each other___. Each cat____ personality cecome____ stronger. One cat____ like____ to fight. Another cat____ become____ the leader___. The other____ become____ a lover_____. The only problem____ with having three cat_____ is cleaning up after three furry beast_____.

The Schoolyard

Whoever said that childhood is simple and happy? If you watch children playing after school, you begin to get some idea of their feelings. One player leaps to the hoop and smashes the ball through it. the player's teammates cheer him on. On the sidelines, a boy all alone watches the action closely. The boy's body is comepletely still, but his eyes follow every action. Obviously, he longs to join them, the others ignore him.

In another corner, some girls stand in a tight little circle around one girl. she imitstes a teacher who passes by while leaving school. The girl's friends giggle. The girl makes the most of the attention. Two other girls watch nearby. These girls' feeling is that making fun of a person is wrong.

Only the surface shows. Somewhere deeper, thoughts race, feelings get hurt, friendships are tested. Some children learn more in the schoolyard that in school.

APPENDIX L

POST LEARNING ATTITUDE QUESTIONNAIRE

DATE_____

FOLLOW-UP QUESTIONNAIRE

Directions: Read the statements below and respond to each statement with the number of your chosen response.

5-- Strongly Agree

4-- Agree

3-- Agree Somewhat

2-- Disagree

1-- Strongly Disagree

_____A. I understood the information taught to me.

_____B. I thought the information taught was useful.

_____C. I learned something I didn't know before.

_____D. I thought the information was presented in an interesting way.

_____E. I thought the information was presented in a well-organized way.

_____F. I thought the teacher explained so that I understood

_____G. I thought this unit was interesting.

_____H. I thought using color codes to show different kinds of words useful.

_____I. I thought my classmates understood what was going on.

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APPENDIX M

FOLLOW-UP INTERVIEW

FOLLOW UP INTERVIEW

As you look over the materials, what do you think could be changed?

Do you think there should be more follow-up exercises? What kind? In what unit? Plural noun S? Singular verb? Possessive?

Did you find the exercises boring?
Oral discrimination?
Dictation?
Guided Composition?
Red S, Green S, Purple S ?

Did you find the exercises confusing?
The oral discrimination?
The written discrimination with the colored pens?
The guided composition?

Did you find the work too babyish, too kindergartenish?
[Oh, God! Not those stupid pens again!!]

APPENDIX N

PERSONAL BACKGROUND SURVEY

NAME _____ CLASS _____

STUDENT QUESTIONNAIRE

1. What is your full name?_____
2. When is your birthday?_____
3. Where were you born?_____
4. How old are you?_____
5. How many people are there in your family?_____
6. How many brothers and sisters do you have?_____

_____

7. Do you live in a house or an apartment?_____
8. How many rooms does your family have?_____
9. How many people in your family work?_____
10. What school did you attend before coming to Taft?_____

_____

11. What is the last book you've read?_____

_____

12. What is your favorite class?_____
13. Which class did you receive the highest mark in last marking period?_____
14. What is a verb?_____
15. What does a verb do in a sentence?_____
16. Can you circle the verbs in the sentences below?

Jose arrive late to class. He was in a hurry, but it made no difference. He was stopped at the door as he tried to come in. The guards searched him with metal detectors. They told him a nail clipper could be considered a weapon. They took his nail clipper away. He felt embarrassed and very angry? Do you blame him?

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